

## **District Level Indicator**

### **Part One: Technical Assistance**

#### **Indicator 1.1**

#### **Indicator 1.1**

The district is providing comprehensive, systemic technical assistance that includes the membership of the district reading leadership team and proposed activities and timeline to support Reading First in awarded schools.

#### **What the State grant says –**

The LEA must describe in its application the district-level support that will be provided as technical assistance to ensure high quality implementation of Kentucky Reading First. This will include how the district plans to provide a district-level Kentucky Reading First Coach with matching district funds. Districts will:

- Identify eligible schools according to the Reading First guidelines.
- Assist schools to identify school-specific professional development needs.
- Set goals and benchmarks for annual reporting.
- Facilitate budgeting and other resources.
- Assist the school as requested in selecting a SBRR program to be approved by the school council.
- Provide instruction in the use of screening, diagnostic, and classroom-based instructional assessments.
- Demonstrate commitment to improved reading achievement K-3.
- Form reading leadership teams at both district and school level.
- Coordinate with other federal, state, and local reading programs/initiatives to provide assistance.
- Facilitate quality professional development in the model for K-3 teachers and K-12 special education teachers in both Kentucky Reading First and non-Reading First schools.
- Monitor implementation of grant.
- Monitor use of assessment tools and collaborate with the state evaluation team.
- Provide technical assistance in the implementation of the statewide data system.
- Explain professional development plans.
- Provide a detailed description of how district/school will spend Kentucky Reading First monies.

This commitment is necessary to guarantee effective, high quality implementation of Reading First. (Page 30)

**What this means for Kentucky Reading First Programs:**

The success of the Reading First program in awarded schools is largely a district responsibility. The district is required to form a district literacy team to oversee Reading First activities. Members of this team may include: District Reading First Coach, Superintendent, Title One Coordinator, Professional Development Coordinator, Instructional Supervisor, and Assessment Coordinator. The team should meet monthly and should be responsible for monitoring and assisting in the implementation of district and school activities. Meeting activities may include: reviewing assessment data, monitoring the progress of NCLB subgroups (disabilities, low SES, LEP, ethnic groups), discussion of implementation issues, and coordination of district personnel to assist Reading First school(s).

**Reflective Questions:**

- Has our district formed a literacy team?
- Who are the members of our district literacy team? Who is the chairperson? How are the agendas set?
- How often does the district literacy team meet? Do all members of the team attend meetings?
- Is our district literacy team active in areas that will assist with the implementation of Reading First in awarded schools? How are non-Reading First schools supported through the work of the district literacy team?
- What type of information is collected to document the work of the district literacy team?
- What has been the focus of the district literacy team over the last year? What will be the focus over the next year?

## **District Level Indicator**

### **Part One: Reading First Technical Assistance**

### **Indicator 1.2**

#### **Indicator 1.2**

The district must describe in its application the district-level support that will be provided as technical assistance to ensure high quality implementation of Kentucky Reading First. This will include how the district plans to provide a district-level Kentucky Reading First Coach with matching district funds.

#### **What the State grant says:**

The district must describe in its application the district-level support that will be provided as technical assistance to ensure high quality implementation of Kentucky Reading First. Districts will:

- provide instruction in the use of screening, diagnostic, and classroom-based instructional assessments.
- monitor use of assessment tools and collaborate with the state Evaluation Team.
- assist schools to identify school-specific professional development needs.
- facilitate quality professional development in the model for K-3 teachers and K-12 special education teachers in both Kentucky Reading First and non-Kentucky Reading First schools.
- explain professional development plans.
- demonstrate commitment to improved reading achievement K-3 – (pg.30)
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#### **What this means for Kentucky Reading First Programs:**

The District responsibility for overseeing technical assistance in all Reading First Schools, to ensure high quality implementation, focus on assessment, professional development, and seeing that the needs of students and teachers are met.

As outlined in the state proposal, the district will monitor the administration of the GRADE, DIBELS and Terra Nova. It will provide technical assistance to Reading First staff who are administering the assessment. The administration of screening assessments determines which children are at risk for reading difficulty and need additional support.

Diagnostic assessments provide more in-depth information on students' skills and instructional needs that forms the basis of the ideal instructional plan. Classroom-based instructional assessments determine whether students are making adequate progress or need more support to achieve grade-level reading outcomes.

Professional development related to a high quality, effective reading program should aim to increase student achievement by ensuring the implementation of the particular

program(s). Research has shown that teachers who participate in well-designed professional development activities get better results from students who are struggling. The district assistance includes identifying professional development needs specific to meet the needs of teachers K-3 who deliver the Core Program, and K-12 special education teachers in both Kentucky Reading First and non- Reading First schools. It also has the charge of developing a plan and seeing that it is shared with the Reading First staff. Professional Development must prepare all teachers to teach all of the essential components. Teachers must also understand why some children have difficulty learning to read well and learn to administer and interpret assessments of student progress. Professional development should also prepare teachers to effectively manage their classrooms and to maximize time on task.

The district's commitment to increasing the number of students reading on grade level or above should be the focus of the implementation. Reading First is the academic cornerstone of No Child Left Behind, which recognizes the importance of improving student achievement. This achievement should be the ultimate goal of the District.

### **Reflective Questions:**

- Are we providing high quality technical assistance with the administration of the DIBELS, GRADE and the Terra Nova? Can we evidence that the administration of these assessments is given on time?
- Do we provide professional development opportunities that are job embedded and meet the needs of the Reading First staff and special education teachers in Reading First and non- Reading First schools? Is there a professional development tool that reflects the needs of Reading First staff? Can we evidence the involvement of the district coach in planning and sharing Reading First Professional Development opportunities with Reading and non-Reading First schools in the district?
- Is there a plan in place to meet the needs of struggling readers? Is the progress of struggling readers monitored frequently and are these results what drive instructional needs?

## **District Level Indicators**

### **Part One: Technical Assistance**

#### **Indicator 1.3**

#### **Indicator 1.3**

The district is consulting with private school officials for the purpose of:

- determining eligibility of private school children,
- identifying children's needs,
- outlining how, where, and by whom services will be provided,
- determining how the services will be assessed.

#### **What the State grant says –**

Federal Legislation requires districts that receive federal funding to offer services, provided by the federal funding, to private and home-schooled students within the district who live in the attendance area of funded schools, and to students who attend private schools that are in the attendance area of funded schools.

#### **What this means for Kentucky Reading First Programs:**

Funded Kentucky Reading First Districts should have documentation on file surrounding the initial contact made with private schools officials and parents of home schooled students in determining the eligibility status and literacy needs of students enrolled in their schools. Documentation should also include information/records of the follow up contact made with those individuals who provided them with information of the materials and services made available to awarded Reading First districts and schools. Evidence should also include an outline determining how, where, and by whom services would be provided, as well as a plan for determining how the services would be assessed. Continued, periodic consultation with private school officials, and parents of home-schooled children should be documented.

#### **Reflective Questions:**

- What type of initial contact was made with private school officials and parents of home-schooled students?
- Are there records on file documenting that initial contact?
- Is there an outline on file determining how, where, and by whom services would be provided, and how services would be assessed, for eligible private and home-schooled students?
- Do you have copies of agendas, minutes, sign-in sheets, letters, etc. from meetings/consultations conducted with private school officials and home schooling parents?
- How many continuing contacts have been made with these individuals?

- What types of evidence are being kept documenting this on-going periodic contact and consultation?

## **District Level Indicators**

### **Part Two: Professional Development**

#### **District Indicator 2.1**

##### **Indicator 2.1**

The Reading First professional development is an integral part of the district-wide PD plan and there is evidence that:

- All PD activities adhere to the Kentucky Standards for High Quality PD
- The district Reading Coach is supporting PD activities, including KY Reading First summer institute,
- The PD is building capacity involving all stakeholders,
- The PD activities support scientifically based research in reading instruction, programs, and materials,
- The PD activities address the five essential components of reading: phonemic awareness, phonics, vocabulary development, fluency, comprehension, and inclusion of a writing component
- New teachers are oriented in scientifically based reading research, reading programs, materials, and assessment annually,
- PD activities are planned to support teachers needing additional assistance, and
- PD activities are designed to include and address the needs of all primary teachers (K-3) and special education teachers (K-3).

##### **What the State grant says –**

Challenging our teachers to ensure that every child is reading at or above grade level by the end of the primary grades (grade 3), through the use of scientifically based reading research and programs, means that professional development must be integral in changing and improving teacher knowledge and practice.

KDE will require eligible LEAs to submit a professional development plan. This plan must include an intense focus on scientifically based reading research that builds upon ongoing state professional development and technical assistance. Each plan will include:

- I. Non-negotiables
- II. Required content will:
  - Be directed at improving reading achievement and accelerating reading performance.
  - Address the five essential components for reading instruction.
  - Be based on scientifically based instructional materials, programs, and strategies.
  - Include valid and reliable reading assessments for screening, diagnosis, and classroom based monitoring
- III. Plan Details- All professional development plans must demonstrate a commitment to a six-year process for the delivery of this intensive professional development to be evaluated twice a year. The LEAs must include

- Assurances that the district and school level reading coaches will attend all KDE Reading First related professional development activities.
- Time for school level reading coaches to attend specialized training in the content outlined above to guarantee a high level of expertise in SBRR.
- A professional development schedule which includes time in and out of the classroom for training
- Target professional development for teachers who need additional assistance with skills and strategies.
- Evidence of ongoing support for teachers for time for study, practice, implementation and evaluation.
- An annual process for orienting new teachers in scientifically based reading research and programs, a schedule and explanation of professional development opportunities targeting school-based administrators and instructional leaders. (pages 29-30)

### **What this means for Kentucky Reading First Programs:**

Reading First districts will follow a well-designed professional development plan that adheres to high quality professional development standards (job embedded, geared to the needs of stakeholders, collaboratively planned, etc.). The Reading First PD plan includes a variety of activities that are based on teacher needs and student data. These activities are designed to provide all primary teachers the opportunity to increase their knowledge and expertise in teaching the elements of reading. Multiple opportunities need to be offered to assist those teachers who need additional support with scientifically based reading research instruction.

### **Reflective Questions:**

- Is there a district PD timeline that reflects how the PD activities adhere to the KDE Standards of Professional Development (time for study, practice, implementation and evaluation)?
- Does the district PD timeline reflect that the activities are linked to SBRR and the components of effective reading instruction?
- Does the PD timeline reflect a variety of stakeholders involved in PD planning, presentation, or implementation in order to build and strengthen capacity?
- Is there evidence that all stakeholders (RF and non-RF teachers, administrators, parents, staff) are included in PD activities (sign-in sheets, agendas showing diverse presenters, etc.)?
- Is there a schedule to show annual activities designed to orient new teachers to SBRR?
- Is there evidence of communication between school administrators and district on systematic way to evaluate which teachers need additional assistance?



## **District Level Indicator**

### **Part Two: Professional Development**

#### **Indicator 2.2**

#### **Indicator 2.2**

The district periodically evaluates the effectiveness of the Reading First professional development activities, including a process for adjusting professional development as needed, and includes support and resources to teachers for time to study, practice, implement, and evaluate instruction.

#### **What the State grant says –**

All professional development plans must demonstrate a commitment to a six-year process for the delivery of intensive professional development to be evaluated twice a year.

The LEAs plan will be evaluated, based on how well the plan addresses the non-negotiables, required content, and plan details in a consistent and systematic fashion. As a part of the evaluation, the level of support, clarity, and commitment to successfully carry out Reading First professional development activities will be considered.

As a part of the KDE continued support, every two years the LEAs will work collaboratively with the KDE Regional Coach and the state Evaluation Team to evaluate the previous professional development plan, assess where their teachers are currently, and plan for future professional development. This will ensure the needs, changes, and/or adjustments are made as required.

The plan must also include evidence of ongoing support for teachers for time for study, practice, implementation, and evaluation.

#### **What this means for Kentucky Reading First Programs:**

The district should monitor all professional development provided for primary and special education teachers in Reading First schools. There should be a process for evaluating professional development to determine the effectiveness and to support modification of the plan in order to meet the identified needs of all teachers involved in Reading First. The district should also support a plan for allowing teachers needed time to obtain necessary professional development and to have support as they practice and implement new knowledge from professional development. Support should also be provided to teachers as they evaluate their instructional practice.

**Reflective Questions:**

- Is there evidence that the district has assisted the school in evaluating the effectiveness of the school's professional development, such as surveys for teacher feedback, evidence of data analysis sessions where the focus targets specific areas in which professional development has been provided, evaluations of individual professional development offerings, etc.?
- If data analysis has resulted in a modification of professional development, is there data to support the adjustment, such as modified professional development plans?
- Is there evidence that teachers have had ample time for professional development? Is there evidence of teacher attendance at professional development options?
- Does the district have on file data to support teachers having time to practice new information gained at professional development sessions and to evaluate the effectiveness of their practice? Do records indicate the use of substitute teachers as a means of providing needed time? Does the school's master schedule reflect opportunities for collaboration and common planning time?

## **District Level Indicator**

### **Part Two: Professional Development**

#### **Indicator 2.3**

#### **Indicator 2.3**

The district Reading Coach will support and monitor professional development by collecting and analyzing data to include:

- Assessing participants' pre and post knowledge of content relating to SBRR, and
- Reporting progress on a quarterly basis

#### **What the State grant says –**

To ensure a process of continued improvement, the professional development plan will be constantly monitored. Feedback will be provided to all stakeholder groups using a variety of means. Data to be collected and analyzed will include

- Participants' pre and post knowledge of content relating to SBRR
- Reports completed and reported by District and School Reading Coaches on a quarterly basis
- Progress reports completed by School Reading Coach
- Feedback to all Reading First target groups (district leadership, principal, and teachers) by the Reading First Evaluation Team. This information will be used to constantly inform the design and implementation of Reading First professional development. (page 37)

#### **What this means for Kentucky Reading First Programs:**

Reading First district coaches should analyze knowledge surveys (depicting teachers' understanding of SBRR and the five essential components) and evaluations of professional development activities throughout the school year. This analysis should be shared with school coaches and administrators to assist them in developing further professional development. This information should also be shared with the District Reading First Leadership Team.

#### **Reflective Questions:**

- Is there a plan for the District Coach to monitor PD activities and outcomes (observation forms, surveys, etc..)?
- Is there evidence that PD evaluation information is shared with the School Reading Coach?
- Is there evidence that all Reading First coaches, administrators, and other personnel meet regularly to reflect on PD progress and design next steps (meeting agendas, minutes, etc..)?

**District Level Indicator**  
**Part Three: Access to Print Materials**  
**Indicator 3.1**

**Indicator 3.1**

The district has an on-going partnership with the public library and is developing activities to support literacy.

**What the State grant says:**

Kentucky Reading First districts must participate in a structured program that enhances literacy development, strengthens literacy at home and puts books into the hands of children being served by that school. The access to print program must provide:

- a partnership with the public library. (page 32-33)

**What this means for Kentucky Reading First Programs:**

Reading First school districts will form a partnership with their public libraries in order to promote activities with the public library designed around literacy.

**Reflective Questions:**

- Do we have a well -developed partnership with the public library, including contact persons and a timeline of activities?
- Is there a timeline of planned, diverse, literacy activities to meet the needs of a variety of audiences?

**District Level Indicator**  
**Part Three: Access to Print Materials**  
**Indicator 3.2**

**Indicator 3.2**

The district is promoting access to print during the summer.

**What the State grant says:**

Kentucky Reading First districts must participate in a structured program that enhances literacy development, strengthens literacy at home and puts books into the hands of children being served by that school. The access to print program must provide:

- a plan to promote access to print during the summer. (page 32-33)

**What this means for Kentucky Reading First Programs:**

Reading First districts are required to develop a plan in collaboration with other district programs to promote student access to print during the summer months. Reading First districts are required to provide support and resources for summer literacy activities to individual Reading First schools. The plan will include a timeline and a description of activities designed around literacy.

**Reflective Questions:**

- Do we have a plan for collaborating with other district programs to promote student access to print during the summer months?
- Does our plan include a timeline and a description of our summer literacy activities?
- Can we provide evidence of the district's support and resources provided to Reading First school(s) in our district?

## **District Level Indicator**

### **Part Four: Evaluation**

#### **Indicator 4.1**

#### **Indicator 4.1**

The district is supporting the Reading First school(s) in collecting, analyzing, and compiling data used to:

- plan for school improvement
- plan for informing ongoing professional development
- plan for curriculum decisions
- plan for support at the school level

#### **What the State grant says –**

Districts will

- assist schools to identify school-specific professional development needs.
- set goals and benchmarks for annual reporting
- facilitate budgeting and other resources
- assist the school as requested a SBRR program to be approved by the school council.
- provide instruction in the use of screening, diagnostic, and classroom-based instructional assessments.
- demonstrate commitment to improved reading achievement K-3.
- form reading leadership teams at both district and school levels.
- coordinate with other federal, state, and local reading program/initiatives to provide assistance.
- facilitate quality professional development in the model for K-3 teachers and K-12 special education teachers in both Kentucky Reading First and non-Kentucky Reading First Schools.
- monitor implementation of grant.
- provide technical assistance in the implementation of the statewide data system.
- explain professional development plans.
- provide a detailed description of how district/school will spend Kentucky Reading First monies. (page 30...section D.7)

#### **What this means for Kentucky Reading First Programs:**

The district must provide the support needed to assure high quality implementation of the grant. The district coach must spend one day a week in the Reading First school or schools for the purpose of providing this assistance. In addition the district literacy team should meet regularly to review data related to the Reading First program.

### **Reflective Questions:**

- Has the district collected professional development evaluations, needs assessments, etc. for the purpose of planning for future professional development? What evidence is there to show this?
- How has the district facilitated SBRR professional development in non-Reading First schools? Is this evidenced through sign-in forms, evaluation forms, etc.?
- Has the district facilitated the budgeting of Reading First monies with the school? What evidence is in place to show this?
- Do the minutes of district reading leadership teams reflect a commitment to improved reading achievement K-3? Is all relevant data regularly reviewed by the district reading leadership team?
- Do school and district sign in logs reflect that the district Reading First coach spends a minimum of one day a week in the Reading First school/s for the purpose of technical assistance and support to Reading First implementation?
- Who is designated to collect, analyze, and compile data for the district as it relates to Reading First? What is in place to insure that this information is shared with all stakeholder groups?
- Has the district assisted the school in any changes/amendments to the SBRR comprehensive program? Do SBDM minutes reflect these changes?

## **District Level Indicator**

### **Part Four: Evaluation**

#### **Indicator 4.2**

#### **Indicator 4.2**

The district has a research plan that will assess Reading First implementation at the school and district level. The research plan describes how:

- reading achievement gains of students K-3 will be assessed, and
- the district will assess the effectiveness of the RF program in reducing the numbers of students reading below grade level, with a focus on students identified in the RF legislation.

#### **What the State grant says –**

As part of the application process, LEAs must indicate how they will assess the effectiveness of the program implementation as well as the extent to which the program outcomes have been met. The application must indicate how the information collected by LEAs will be used to plan for school improvement and inform ongoing professional development, curriculum decisions, and support at the school level. LEAs will collect, analyze, and compile data that addresses the following research questions:

- How have students benefited from Kentucky Reading First?
  - Is there evidence that overall school achievement results in reading have changed as a result of Kentucky Reading First?
  - How has the reading achievement of individual students changed as a result of being involved in Kentucky Reading First?
  - What are the scientifically based reading research models or reading programs selected by schools and what is the effectiveness of these programs/models, as measured by early literacy assessment instruments?
  - How have Kentucky Reading First schools successfully narrowed the reading achievement results for subgroup populations – low income, major racial/ethnic groups, LEP, and special education K-3?
  - Which schools have successfully increased the number of students reading at grade level or higher when the results are disaggregated by low-income, major racial/ethnic groups, English language learners, and special education?
  - What factors have contributed to this change?
  - What instructional materials and reading programs are implemented in these schools?
  - What do the major stakeholders (administrators, teachers, parents, students) regard as being significant change factors in literacy practices in these schools?
- (page 31)

#### **What this means for Kentucky Reading First Programs:**

All Kentucky Reading First programs are required to have an intentional plan for monitoring implementation and for measuring their effectiveness in reducing the numbers of students reading below grade level. The plan should include a variety of formal and



informal measures such as teacher surveys, teacher observations, student surveys, parent surveys, CATS scores, results from GRADE, DIBELS, and Terra Nova, etc.

**Reflective Questions:**

- Have we developed a research plan that assesses the Reading First implementation at the school level? Does it assess reading achievement gains of students K-3? Does it measure the effectiveness of the program in reducing the numbers of students reading below grade level, particularly those members of specific subpopulation groups?
- Have we developed a research plan that assesses the Reading First implementation at the district level? Does it assess reading achievement gains of students K-3? Does it measure the effectiveness of the program in reducing the numbers of students reading below grade level, particularly those members of specific subpopulation groups?
- Who is responsible for the development of the research project?
- Who is responsible for the implementation of the research project?
- How will the reading gains be assessed?
- What additional data will be used to measure the effectiveness of the RF program?
- How will the data be collected? Who is responsible for collecting the data?
- Does the research plan outline the process for analyzing the data and drawing conclusions based on the data?
- Does the plan include how the conclusions will be used to make modifications and adjustments to the Reading First program necessary to improve its effectiveness?
- Is there evidence that the research plan was implemented?
- Do we have a plan in place to disseminate the results of the evaluation to teachers and other stakeholders? Is this a written plan? Is there evidence that the plan was implemented?